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ABSTRACT

Volume 2B of the six-volume articulated elementary education career guide deals with the career awareness level of career education and aims at developing student career identity. The lessons in the volume are divided and color-coded by intermediate grade levels 1-3 corresponding respectively with grades 4-6 and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. Representative unit titles of the 41 lessons in the volume include: "Constructing a Newspaper in a Classroom Setting," "Role of the Ecologist," "Careers Found by Minority Workers," "Cheese Factory Production and Work," "Recognition of Local Trees," "Occupational Montage," and "Study of the United States." Instructional materials include a play script, tests, and sample forms. (JR)

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Volume

Elementary Career Education Guide

2

B

CAREER AWARENESS INTERMEDIATE

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Career Development Project

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CAREER AWARENESS

INTERMEDIATE
Level I

CAREERS RELATED TO CARE OF PETS

Intermediate Awareness: Career

Subjects: Science, Reading, Language Arts, Spelling

Piloted by: G. Dewall

INSTRUCTIONAL OBJECTIVES:

Given the study of careers as related to the care of pets, children should be able to choose an occupation of this nature and tell about it.

INPUT:

Previous to the day of using this activity, the teacher will introduce:

* Class discussion of pupils who have pets--circle meeting approach is the best.
* Pictures of pets with various characteristics.
* Appointment for resource person--county agent, veterinarian, poodle groomer, animal trainer, kennel keeper, school nurse.
* Appointment to visit dog hospital or kennel to learn the services of these people.
* Discussion to direct and determine the type of information desired from the resources available.

Procedure:

All pupils should have an active part in the discussion. Encourage them to ask further questions. Often the teacher will need to guide the thinking to bring out more information. Respect the ideas and questions of all pupils.

OUTPUT:

The following assignments are suggestions to enhance the intended concept as stated above.

* Children may do creative writing about "Care of Pets" whether real or imaginary.
* Children may demonstrate the proper care of pets explaining each step of performance.
* Illustrate creatively the several occupations related to pet care. Examples: veterinarian, pet store operator, pet book writer, pet food manufacturer, manufacturer of pet clothing and furnishings.
* Design a collar for a pet.
* Investigate the way to license a dog.

OUTPUT (continued)

* Arrange a list of pets' names in alphabetical order.

* Individually, pupils may interview adults who have pets. (parents)

* Investigate the dangers of rabies in animals. Consult the school nurse as to damaging results to human life, and also, the proper treatment--medical and immediate.

EVALUATION:

Outcome:

Children should be able to choose one occupation which is related to the care of pets and tell the nature of the work.

CHEESE FACTORY PRODUCTION AND WORK

Manufacturing Cluster

Intermediate Awareness: Career, Economic

Subject: Health

Piloted by: Lorraine Lesner

INSTURCTIONAL OBJECTIVE:

Given the study of the cheese factory production and work, students will have a better understanding of how food is processed in a factory and express this knowledge by writing a creative story about the processing of cheese.

INPUT:

The teacher will:

* help students decide why the geographical location determines the kind of work found therein.
* guide children in planning a field trip to the cheese factory. Make decisions regarding "asking questions".
* establish the needs for a cheese factory.
* decide on the ingredients used in the making of cheese.
* establish the nutritious value of cheese.
* elicit group discussion and contribution of answers to the discussion.

Procedure:

This portion of this lesson will be handled informally with discussion of a circle meeting type in the classroom about why people do certain kinds of work. All children should be a part of the discussion.

OUTPUT:

The students will:

* write a thank you letter to the factory personnel.
* have a panel discussion of different types of workers involved.
* make charts of nutritious values of cheese.
* have a luncheon with different cheese dishes. The children can make the cottage cheese themselves.

EVALUATION:

Outcomes:

The student will be able to write a creative story beginning with this sentence: "I'm a cup of milk starting my journey into the cheese factory. I move past workers I see doing many different things. Many things are happening to me at the same time."

CONSERVATION: THE ECONOMICS OF, AND CAREERS IN

Natural Resources & Environment Cluster

Intermediate Awareness: Career

Piloted by: Iris Lange, Ellen Johnson, Roslyn Arneson

INSTRUCTIONAL OBJECTIVE:

Given the necessity of recognizing trees as life-support guardians as well as the need to know people involved in tree production, children will be able to tell about the major role trees play in producing oxygen. The student will be able to tell about one worker working in tree production.

INPUT:

Given the need to teach children about conservation of trees, the teacher will:

* discuss the way trees help us live. In many respects trees help support life.
* have children list trees found in our community.
* have a discussion of the conditions necessary for the growth of a tree.
* bring out the fact that planning is necessary so trees are grown and replaced as rapidly as they are used and needed.
* point out that scientific research is necessary to combat diseases which destroy trees.

Procedure:

The discussion method will be used in which there will be participation by all pupils. It will, also, include a field trip to the conifer farm and if possible a talk by a representative of the Soil Conservation Office. All children will be drawn into the discussion.

OUTPUT:

* Have each child tell about one tree: report (written or oral), pictures of products from the tree, leaf and bark samples, classify as to deciduous and non-deciduous.
* Make a chart listing or showing pictures of products of trees.
* Make a diagram of a cross-section of a tree showing how the age is determined.
* Have a craft activity in which the pupil makes a simple article of wood.

OUTPUT (continued)

* Brainstorm and list all workers involved in tree farming. List workers depending on trees for a living.

* Keep a diary of the life of one worker whose work depends on trees. Keep the diary for a week.

* Brainstorm and list the occupations throughout the United States directly or indirectly created by trees.

* Make a visit to the conifer farm.

* Invite an employee of the Soil Conservation Office to lead a discussion.

* Problem Solving: Small groups study and plan verbal reaction to this statement: "If all trees in South Dakota were to die and be cut down what problems would arise for your family? How would you overcome them?" To tackle this problem, pupils will need to know or research: how trees support life, how trees might be quickly renewed, what one might have to have handy to survive while helping with the renewal.

  What might be done with the trees if they should suddenly die? Could any good come out of this catastrophe? (This will requre additional problem solving.) How would work be affected?

  Bring out the fact that planning is necessary so trees are grown and replaced as rapidly as they are used and needed. Who does this planning? Scientific research is necessary to combat diseases which destroy trees. Who does this?

EVALUATION:

Outcomes:

Children will be able to show how the photosynthesis process supports life itself. They will be able to describe the role a worker plays in tree production.

CONSTRUCTING A NEWSPAPER IN A CLASSROOM SETTING

Communicative Arts Cluster

Intermediate Awareness: Career, Beginning Competencies

Subjects: Social Studies, Art, Music

Piloted by: Sandee Maier, Denise Little

REFERENCES:

I Want to Be a News Reporter, Children's Press, Chicago, Ill.
You Visit a Newspaper; Television Station, Benefic Press, Westchester, Ill.
The First Book of Creative Writing, McGraw Hill, Washington, D.C.
Come to Work With Us On the Newspaper, Dodd, Meade & Co., N.Y., N.Y.
Colonial American Papermakers, McGraw Hill, Washington, D.C.
Colonial American Printers, McGraw Hill, Washington, D.C.
The Genie and the Work, Putnam
Your World--Let's Visit the Newspaper, Taylor Publ.
Ken Way, Public Opinion, resource person.

INSTRUCTIONAL OBJECTIVE:

Given the experience of constructing a newspaper at school, students will demonstrate knowledge of a newspaper by sketching out a classified ad, naming at least three major sections of a newspaper, and being able to tell at least five occupational names of a newspaper's staff.

INPUT:

She or he will:

* introduce the unit by defining "newspaper".
* have several newspapers available for students to examine and discuss.
* provide opportunities for students to distinguish between local, national and international news.
* illustrate the use and location of sections and parts of a newspaper.
* help children realize the purpose behind compiling a newspaper.
* acquaint students with the newspaper staff (accountant, bookkeeper, publisher, general manager, editor, dark room man, news editor, wire editor, sports editor, reporter, proofreader, women's page editor, clerks, mail room and page make-up, machinist, perforator-operator, type-setter, ad compositors and paste-up person).
* explain the importance of the first page.
* provide opportunity for children to explore and compose news stories and feature stories.
* arrange a field trip to a local newspaper.

Procedure:

Each child may choose (decision making) his main interest group and develop to the best of his ability. Grouping arrangements will be determined by the group at large.

OUTPUT:

* Trace the history of a newspaper.
* Make a vegetable print using India ink or paint.
* Make block prints.
* Do some silk screening.
* Do creative writing--making cartoons.
* Take and develop a class picture.
* Trace the steps that a news story goes through--especially what kind of people handle it--before it appears in the paper.

EVALUATION:

Outcomes:

Children will be able to:

* sketch a classified advertisement and tell its uses and significance to a newspaper.
* name at least three major sections of the newspapers.
* tell at least five occupational names of a newspaper's staff.

DISCOVERING HEALTH OCCUPATIONS

Health Occupations Cluster

Intermediate

Awareness: Career, Appreciation-Attitudes

Subjects: Science, Language Arts, Art

Piloted by: Martha Johnson, Iris Lange, Linda Webb

REFERENCES:

Elementary Science Guide, Watertown Public Schools
Popeye, the Sailor & Health Careers, King Features Syndicate
Hospital Workers, SVE Family Filmstrips
Community Workers and Helpers Group 2
Doctor's Office Workers, SVE Family Filmstrips
Community Workers and Helpers Group 1
Hospital Helpers, SVE Picture Study Prints
SVE Singer Co., Chicago, Ill.
You Can Work in Health Services, Dietz, Betty Warner
Health Careers Posters, J. Weston Walch, Publ.

INSTRUCTIONAL OBJECTIVES:

Given a science unit, "The Human Body, Systems & Growth," the students will demonstrate knowledge of career uniforms of health and hospital workers by creating simulations of them, and by identifying those simulations made by others.

INPUT:

The teacher will:

* set up a display of books, charts, posters, filmstrips, etc. relating to the subject.

* plan and discuss a field trip to Lake Area Vo-Tech School to the Health Occupations areas--children, teachers, and person conducting tour should be prepared for the visit. (see Field Trip Guide)

* contact resource people (health occupations).

Procedure:

All children should take part in the discussion and ensuing activities and become acquainted with all health services. All ideas should be regarded as important and useful.

OUTPUT:

* Field trip.

* Role playing.

OUTPUT (continued)

* Creative writing about one job in health services that might interest the student.

* Bulletin boards displaying health occupations.

* Brainstorming to set up spelling lists (see Creativity Spelling Lesson; Random Activities for Career Education).

* Work puzzles made by the student.

* Question box.

* Research topics.

* Make a job family diagram using health occupations in a hospital as the topic. Imagine that a student enters the hospital. How many different workers does he meet? What are some of the tasks they perform? Simulate the experience.

EVALUATION:

Outcomes:

Students will be able to demonstrate knowledge of career uniforms of health and hospital workers by creating crepe paper simulations of them and by their ability to identify the accurate simulations of others.

DESIGN TO TEACH CHILDREN CAREER AWARENESS

Intermediate Awareness: Career

Subject: Social Studies

Piloted by: Iris Lange, Ellen Johnson, Roslyn Arneson

INSTRUCTIONAL OBJECTIVE:

Given interviewing techniques, intermediate children will demonstrate ability to interview parents of students as to their employment.

INPUT:

Given the need for children to respect and be aware of the many occupations involving the families represented in the classroom, the teacher will:

* discuss the variety of occupations represented by each child pantomining the parents' occupations in their home.
* discuss the importance of employment in providing basic needs of food, clothing, and shelter.
* discuss pertinent information for the child to find out in an interview. (In case of an unemployed parent, the child may interview another adult.)
* discuss courtesy to the person being interviewed.

Procedure:

All children will be involved in the discussion. All ideas should be accepted and the teacher should guide the child's thinking without making anyone feel neglected or left out. An informal setting will create interest and enthusiasm.

OUTPUT:

All children will participate in as many of these activities as he is interested in or which time allows.

* Give each child an opportunity to report his information to the group.
* Categorize occupations which are interviewed as children desire.
* Discuss reasons why there are varieties of occupations.
* Discuss some occupations not found in this group but which are known to the children.
* Creative writing topic: "Would You Like to Have the Job of the Person You Interviewed?"
* Make bulletin boards, dioramas, murals, booklets, etc., on occupations discussed.

EVALUATION:

Outcome:

Students will be able to interview parents in their homes or at school and will be able to tell major information about their careers in a simulated radio broadcast.

INTERVIEW OF A JOB WORKER

Intermediate Awareness: Career

Subject: Language

Piloted by: Gretchen DeWall

INSTRUCTIONAL OBJECTIVES:

Given the study of work in which a parent may be employed, students will demonstrate first hand knowledge of one person's work through creative oral or written or comic art reporting.

INPUT:

* A brainstorming session previously carried on will reveal a great variety of local jobs. Discuss the worthiness of helping others--either within the family circle, among friends, or in a working position.

* Questions for an interview should be discussed so the desired information is given.

* Perhaps a skeleton form for questioning can be decided upon by the class.

Procedure:

If the questionnaire is decided upon, a committee will need to get these printed. A "trial run" can be demonstrated in the classroom before the actual interview takes place. Each child actually interviews one adult about his or her job, and will receive class time for a report.

OUTPUT:

* A great variety of jobs will be evident from the interviews.

* The child will find enjoyment learning more about the type of work associated with each job--whether parent or others.

* Job descriptions can be illustrated.

* Role play applying for jobs.

* Ads can be found in the local newspaper for employment.

* Ads can be written for employment.

* Ads can be written to sell the products or services rendered.

* Illustrations of buildings can show the type of business within.

* Role play "work on the job", "getting paid", "purchasing a desired object with your money earned", "saving your money in the bank".

* Each must make one interview and report his findings to the class.

EVALUATION:

Outcomes:

Students will demonstrate knowledge through:

* Role playing having the person who was interviewed acting as a resource person for the class about highlight information regarding their employment; or
* A written newspaper feature about the worker.
* Comic art reporting showing the interviewer and interviewee.

INTRODUCTION TO BANKING

Financial & Business Cluster

Intermediate Awareness: Career, Economic

Subjects: Math, Language Arts

Piloted by: Inez Haan and Edith Markve

INSTRUCTIONAL OBJECTIVES:

Given the study of banking and the classroom bank, children will demonstrate an understanding and awareness of the importance of earning, saving, and investing money by correctly answering five of the seven quiz questions at the end of the lesson.

INPUT:

(Math Class) Introduction of money handling and banking methods taught by using a bank in the classroom with teller, cashier, and cash. Create a simulation of a bank in a portion of the room.

(Language Arts Class) A group of children will plan and write a play dealing with banking, etc.

Simulation can be built of cardboard boxes and painted according to needs during art class. It should be large enough to be effectively used on a stage.

When students are to use the bank, they could pull cards from a box telling different things which they might role play doing at the bank as customers or workers. Committees of children could help to write the cards after investigating information about bank workers. Information can be gained during a bank visit.

When the class goes to the bank, they should deposit $1.00 in savings and $1.00 in checking and trace the money which falls into different workers' hands--tracing can be done by record. See what workers handle information about the deposit. One group report on savings; another on checking.

Procedure:

Role play (as in their play) can be organized to help the children understand the way bankers in a bank go about lending money once it enters the bank. They should be helped to understand how many people handle the money and what their tasks are through the performance of the play in the simulated bank.

OUTPUT:

During a bank visit.

* Partners should be assigned to interview the following workers and be ready to report in writing about the tasks of the following workers: President (or his representative), Installment Loan people, Trust Officer, Head Bookkeeper, Marketing and Advertising, Commercial Loan people, Insurance Agent, Cashier and Auditor, Head Teller.

OUTPUT (continued)

* A pre-test as to the knowledge children have of bank services before the play, and a post-test as to that knowledge after the play, will reveal increased or decreased knowledge regarding the nature of bank functions such as savings, loans, investments, interest, and other banking operations.

* For purposes of individualized instruction, the teacher may put the following true/false and multiple choice test on a cassette as well as on paper in mimeograph form.

QUIZ

Check true/false or underline the correct choice:

	True	False
A bank teller tells people in the bank not to talk too loudly.	_____	_____
If I wanted to open a savings account I would go to the bank teller.	_____	_____
A bank never, never touches the money that is put in it.	_____	_____
A bank president is very rich, and does not want people to bother him.	_____	_____

MULTIPLE CHOICE

If I open a savings account, I will be able to:
a. write checks
b. earn interest
c. buy candy with the money

The bank policeman works for:
a. the city
b. the bank
c. the national government

If I borrow from the loan department at the bank, I might:
a. start a business
b. decide not to pay it back
c. be ashamed of it

EVALUATION:

Level of Performance:

Children should be able to demonstrate knowledge of banking by correctly answering five of the seven quiz questions.

A TRIP TO CITY BANK

A Playlet
By Jeanne Stoner

Cast

Narrator
Jimmy Brown
Bank Policeman
Bank Teller (Mr. or Miss)
Mr. Banker

Narrator: Jimmy Brown has had a paper route all summer long. He decides to put the money he earned in a savings account in the big City Bank. Jimmy is in the bank now. He is not sure where to go, but the bank policeman comes over to him and says:

Policeman: Good afternoon, and what might your name be?

Jimmy: I....I....I.... My name is Jimmy Brown.

Policeman: Well, Jimmy, what can we do for you at City Bank today? Are you looking for someone?

Jimmy: I have some savings from my job this summer. I would like to open a savings account.

Policeman: Come right this way. Mr. Teller will help you. (He leads Jimmy over to the bank teller's cage.)

Mr. Teller: May I help you?

Jimmy: I would like to open a savings account.

Mr. Teller: Fine! How much do you want to put in the bank?

Jimmy: Ten dollars, sir. Here it is. (Jimmy hands the money to Mr. Teller.)

Mr. Teller: Here you are, Mr. Brown. This is your bank book. It tells you how much money you have in our bank. Each time you put money in the bank or take some out, we mark it in your book so that you will always know how much savings you have.

Jimmy: Thank you, Mr. Teller.

Narrator: The bank policeman comes over to Jimmy again. There is another man with him.

Policeman: Jimmy, here is a man who would like to meet you. He is the president of the bank. His name is Mr. Banker. Mr. Banker, this is Jimmy Brown.

Jimmy: How do you do, sir.

Mr. Banker: Very well, thank you, Jimmy. I wanted to welcome you to our bank. We are happy you have given us your savings to use.

Jimmy: To use? Do you mean you are going to use my money?

Mr. Banker: Why, certainly, Jimmy. What did you think we would do with your money?

Jimmy: I...I...thought a bank was a place that kept money safe.

Mr. Banker: Well, Jimmy, I see you might like to know a little more about banks. Then you will know your money is safe even though we put it to use. Do you see that sign over on the other side of the bank?

Jimmy: Yes, it says "Loans".

Mr. Banker: That is what we do with your money, Jimmy. We loan it to people who want to do something worthwhile. They need more savings than they have themselves. We let them use other people's savings for awhile. Then they put it back, plus a little bit more. We call the little bit more "interest". We pay part of the interest that loans bring to the bank to you for letting us use your savings. So you see, when you put money in the bank, it goes out and earns more money for you. If we just kept it safe in our big vault, it couldn't earn any more money.

Jimmy: I don't see how my ten dollars will help anyone much.

Mr. Banker: You are right, Jimmy. Just ten dollars wouldn't help much. But many, many people save a little bit of money here at City Bank, and when all the savings are added together in one amount, we have enough money to help build churches and schools, to help people start their own businesses and build their own homes. So you see, your ten dollars is very important to us. That is why I wanted to meet you and thank you. Do you think you will mind having us use it, now that you know why?

Jimmy: Gosh no, Mr. Banker! I just never knew what banks did with people's savings before. I never thought my savings could be so important for so many people. I'm sure glad I found out. Goodbye, Mr. Banker.

RECOGNITION OF LOCAL TREES

Natural Resources & Environment Cluster

Intermediate — Awareness: Career, Beginning Competency

Subjects: Science, Reading, Spelling

Piloted by: Gretchen DeWall

INSTRUCTIONAL OBJECTIVES:

Given a lesson to recognize the trees in the school yard or area close by, students will be able to tell about occupations related to the care of trees.

INPUT:

* The teacher will need to instruct pupils as to walking around the school yard quietly and orderly.
* Children are to observe the size and shape of trees and shrubs.
* Small groups will pick and record leaves from certain trees. The leaves must be picked carefully so no damage is done to tree growth.
* Groups will return to school room for closer observation.
* If possible, contact resource people such as a nursery man, tree sprayer, landscaper, any of whom could come to the classroom to speak.

Procedure:

Brainstorm people involved with tree growth, uses for trees, listing industries touched by trees; discuss and label leaves to identify local trees; observe under a microscope or enlarging lens the texture, ribs and veins, top and underside of each leaf. Record.

OUTPUT:

* Recognize the common trees in your yard or on the way to school.
* Visit with a nursery man to find trees adaptable to your locality.
* Find out from the tree sprayer the need and/or dangers of tree spray.
* Make a booklet of poems about trees.
* Write an original verse about trees and tree workers' tasks.
* With a warm iron, press colored leaves and shavings of crayons between two sheets of waxed paper. Display this on a window if possible.

OUTPUT (continued)

* Pantomine, singly or in small groups, one type of occupation related to trees -- to be recognized by the class.

* Plant a tree on your school yard as a class project. Consult your nursery man as to type recommended, depth to be planted, etc. Find all the information possible concerning this tree. Write a special ceremony for this occasion.

* All students should participate in leaf collecting, and examination.

EVALUATION:

Outcome:

Students will be able to tell about three occupations related to the care of trees.

WHAT'S IN A TITLE?

Intermediate Awareness: Career

Subject: Social Studies. . .

Piloted by: B. Kunz and L. Frantz

INSTRUCTIONAL OBJECTIVE:

Given a person's vocabulary, surnames, and words in the common venacular, children will be able to recognize their relationship to occupational influences.

INPUT:

* What do your parents do for a living?

* What skills do they use to perform these jobs?

* Why do we have names?

* What does your name mean? Years ago, people had only first names. They were usually identified by the job they did or the place they lived. The work the family did often became the family name. What do the following names indicate? Shoemaker, Taylor, Baker, Driver, Carpenter, Tanner, Coppersmith, Hunter, Cooper, Cook, Butler, Wainwright. Are these names familiar as job titles?

* There is a Dictionary of Occupational Titles published by the government. Do you have any idea how many job titles there are listed? (40,000).

* How many of you have nicknames? Jobs, like people, have nicknames. Sometimes a job has several different names. What is a boss called? (Supervisor--foreman) Many jobs have funny nicknames. Can you guess what a doctor is sometimes called? (Saw Bones); Foreman (Straw Boss); Marine (Leatherneck); Salesman (Doorknocker); Underwater diver (Frogman).

Procedure:

All children will participate in the discussion. All ideas are accepted. There is a choice of activities.

OUTPUT:

* Interview parents and friends to find out about skills or training needed to perform their jobs.

OUTPUT (continued)

* Here is a list of job names and job nicknames. Draw a line connecting each job with its nickname.

Policeman	Grease monkey
Dishwasher	Cop
Air Force chaplain	Pearl diver
Singer	Pill pusher
Tunnel worker	Crooner
Mechanic	Man who sells candy
Druggist	Sand hog
Candy butcher	Sky pilot

* Research the origin of names and job names in the Dictionary of Occupational Titles.

* Make clothespin career dolls to illustrate careers.

* Make a bulletin board.

CAREER AWARENESS

INTERMEDIATE
Level II

AN ADVENTURE IN CATTLE FARMING

Agri-business Cluster

Intermediate Awareness: Career

Subject: Social Studies

Piloted by: Burt Kunz, Esther Tibke

REFERENCES:

Your Country and Mine, pp. 179, 245, 262-263, 283-284, 326
Ginn & Co., Boston, Ma.
What Does a Cowboy Do? Dodd, Mead & Co., N.Y., N.Y.

INSTRUCTIONAL OBJECTIVES:

Given a study of cattle farming, children should be able to demonstrate the careers of people which are interrelated with those of a cattle farmer.

INPUT:

* Plan a field trip to visit a cattle feeder to see the farmer and the many occupations he must be familiar with to carry on his occupation successfully!

* Plan to have a farmer who raises animals visit the classroom. Have him tell how the following people make his job easier: veterinarian, processing plant personnel, developers or breeders of livestock, county agent.

* Ask the farmer the following questions: How does a farmer who raises animals help all of us? How are animals marked so they don't get mixed up with neighbors' animals? (Introduce children to the idea of branding; the farmer should be prepared to tell how one can get a brand for his livestock.)

* Ask the auctioneer who has been invited to the classroom to perform the following activities and to answer questions: sell some items in the classroom; have children guess what an auctioneer sells at farm sales and at the livestock barn and have it revealed to the children how the livestock market works.

* Examine newspaper livestock reports with the auctioneer present.

* Take a field trip to an auction ring.

OUTPUT:

* List and discuss ten or more jobs related to the success of a cattle feeder.

* List at least five jobs connected with a sales ring. (A pre-test and post-test could be given on this.)

OUTPUT (continued)

* Write a story about a cattle feeder and how others help him. Share this with the class or record or tape it to share later.

* Role play: farmer, auctioneer, veterinarian, packing plant worker.

* Describe the aesthetic value of the life on a farm through drawing, or writing a creative poetry lesson.

* Using a tape recorder, interview one of the students' peers who lives on a farm to show the difference in life style. Ask questions such as: Do you enjoy sports? What do you do together as a family? How and where do you spend vacations? How much time do you spend watching TV?

* Activities: Play, "Identify Me." Have the children write three clues to identify a person, type of work or any other topic related to this unit. Example: I help the feeder, but my services are not needed all the time. My training is specialized. Feeders call me when animals need special care. Answer: Veterinarian

* Make clothespin dolls to represent characters in this unit.

EVALUATION:

Outcome:

Children will be able to demonstrate knowledge of the career of a cattle farmer by drawing a picture with the farmer as a central figure surrounded by other occupational workers he uses in his work.

BREADMAKING

Consumer & Homemaker Cluster

Intermediate

Awareness: Career, Economic, Beginning Competency

Subjects: Social Studies, Math, Science, Language Arts

Piloted by: Y. Shell, I. Opitz, G. Mahlen

REFERENCES:

Texts, filmstrips, field trips, study prints, magazines

INSTRUCTIONAL OBJECTIVES:

Given the study of the baking of wheat bread from the wheat to the finished loaf, children will demonstrate their knowledge through making a mural.

INPUT:

Given the opportunity to have students involved in breadmaking the teacher will:

* Provide and plan with students a field trip to a bakery, show filmstrips, have sit-in circle discussions with the students about products, tools to be used, recipes to try, jobs necessary to create and distribute products.

* Develop the concept that South Dakota is part of the "Breadbasket of the World" and stress the need to learn about the process of breadmaking from wheat to the finished loaf of bread, and the many products used therein.

* Compare assembly line process of the bakery on a large scale to home-style.

* The teacher will develop World of Work concepts.

* What products are used in making bread? Whose jobs do these stem from?

* How many jobs can be listed that relate to breadmaking? How many will exist in the future? What is the earning power? Would you have fun or like to choose one to role play? Why or why not?

Procedure:

All students should be involved in large group introductory and follow-up discussions in circle sit downs. Then break into smaller groups for the field trip, job tabulators, recipe selectors, products-assembly group, bulletin board group, and then team up to determine the part each will perform in actual breadmaking.

OUTPUT:

All students will participate in assignments according to skill and choice.

* Draw or bring pictures of bread ads, products, tools, jobs, etc. for breadmaking. (Bakery vs. Home)
* Student groups select and help show filmstrips, read books, and list jobs, skills, and the interdependence of them.
* Draw or chart steps of breadmaking from wheat to the table.
* Groups create and develop a script for a play about breadmaking.
* Role play jobs involved in breadmaking.
* Interview bakery people and chart results; also, interview home members who do their own breadmaking.
* The class will bake a loaf of bread.

SWEET BREAD OR ROLL DOUGH

1 qt. milk
1 cup sugar
3 eggs, beaten
1 tblsp. salt
2 pkg. yeast
1 cup Wesson or Mazola oil
¼ cup water
1 tsp. sugar
8 cups flour

Heat milk to scalding. Cool. Add sugar, eggs, salt, and oil. Add yeast which has been dissolved in ¼ cup water with sugar (1 tsp). Add flour. Let rise until double in bulk. Punch down and add 3 more cups of flour. Let rise about 10 minutes until almost double. Then knead. Divide dough, and shape into bread or desired rolls. Let it rise until rolls and bread are about doubled. Then, bake at 350° 35-40 minutes--until golden brown.

If you wish to put caramel syrup on the top:

1 cup brown sugar
6 tblsp. butter
4 tblsp. white syrup
Add a little water to desired consistency

EVALUATION:

Outcome:

Children will demonstrate through completing a mural their knowledge as a group of the baking of bread from wheat to the finished loaf. The mural will be labeled appropriately.

BUILDING A HOUSE

Construction Cluster

Intermediate Awareness: Career, Beginning Competency

Subjects: Social Studies, Math, Art

Piloted by: G. Mahlen, I. Opitz, Y. Shell

INSTRUCTIONAL OBJECTIVES:

Given the study of the building of a house, students will be able to list the different stages of development of the house and what workers are involved in the building of it.

INPUT:

Establish a basic background of skills in construction.

* Develop the concept of various stages of building; drafting, carpentry, tools.

* Show that in construction there is an interdependence of workers.

* Show that in all skills the unit of measurement is essential.

* Show that in all occupations a practice of good safety habits is necessary.

The teacher will develop the concepts of working conditions of the workers.

* Is it an indoor-outdoor job?

* Does he work alone or with many other workers of various jobs?

* Does the community depend upon these workers? How?

* Does it require high school, post high school, or college study?

Procedure:

Divide the class into small groups with each student participating according to his own ability or skills in math, art, or writing. Teacher guidance or parental assistance will be needed to encourage each student to participate.

OUTPUT:

All children will participate in these activities in small groups or teams.

* Field trip to see a house being constructed--vocational technical school.

* Do creative writing about the field trip and display it on the board or a chart.

OUTPUT (continued)

* Draw an illustration of an imaginary floor plan or reproduce one from a sample.

* Performance by principal, resource person, and student of: power saw vs. hand saw; power drill vs. hand drill; power grinder vs. file.

* Using hammers and nails make various shapes of objects or a skeleton of a simple building.

EVALUATION:

Outcomes:

Students will be able to demonstrate their knowledge of the different stages of house construction by listing the stages and the different workers involved in the building of a house.

COOPERATION OF WORKERS

Intermediate Awareness: Career

Piloted by: M. William

INSTRUCTIONAL OBJECTIVES:

Given the information that people need to cooperate at home, at school, and in their community, students will be able to list workers who cooperate on their jobs and tell why it is necessary to cooperate.

INPUT:

To develop the importance of cooperation of people, the teacher will:

* Develop the concept that cooperation among workers is necessary.

  Cooperation develops efficiency and progress.

  Some jobs need more cooperation than others.

  Brainstorming: Have each child write down the first word that pops into his head when he thinks of cooperation. Listen to each response.

  How do we cooperate at home?

  How do we cooperate at school?

OUTPUT:

* Have two sets of papers and a way to time the activity. Call each child one at a time to come up to get their papers. Next, call several children to distribute the other set. ASK: Which process took less time?

* Role play examples of cooperation.

* Field trip: Discuss how they saw people cooperate.

* What would happen if people didn't cooperate?

* Are there any occupations in which people need not cooperate?

* Illustrate examples of people working together, and people who work alone.

EVALUATION:

Level of Performance:

Each child will:

* List three ways people cooperate in the jobs observed on the field trip.
* List a reason why cooperation among workers is necessary.
* Talk about an example of the effect no cooperation might have on a business.

THE DIGNITY OF WORK

Intermediate Awareness: Career

Subject: Language Arts

INSTRUCTIONAL OBJECTIVE:

Given a parent interview, students will be able to answer specific questions relevant to interview findings.

INPUT:

The class may be divided into four groups. To develop the concept that all jobs have dignity, the teacher will:

* help children realize that people work for various reasons.

  some people work to suit their ability and/or interest.

  some people work for money.

* help children realize that all jobs are important.

* help children realize that job choice is affected by supply and demand.

* discuss: Why do you think your parents work?

* have each child list his mother's and father's jobs. Chart or graph these jobs so the class can see the various jobs of parents.

OUTPUT:

* Each child should interview his parents.

INTERVIEW OUTLINE

Father's job _____ or Mother's job _____
Duties: _____
Training or Education: _____
Tools or equipment: _____
Advantages: _____
Disadvantages: _____

Some children may tape their interviews for the class. Set aside a time for all children to report on their interviews. Also display all the interviews.

The class may be divided into four groups. (teacher's choice or child's choice)

Group 1--Prepare a bulletin board to show examples of all parents' work (magazines, pictures, or illustrations)
Group 2--Choose five jobs to role play.
Group 3--Research; prepare reports on some parents' work.

OUTPUT (continued)

Group 4--Select resource parents to speak to the class about their jobs. This group should select and contact the parents.

Time Table	1	2	3	4	5
1	plan	complete			
2	plan	practice	present		
3	plan	work day	work day	present	
4	plan	contact people			present

* Open-ended sentences:

One job I think I would enjoy doing is: _____

_____

Why? _____

_____

_____

One job I think I would not enjoy doing is: _____

_____

Why? _____

_____

EVALUATION:

Level of Performance:

Each child will be able to complete a parent interview, name a job he may not enjoy doing, name one job and list the duties, training or education, tools or equipment, advantages and disadvantages.

LIBRARY WORKERS AND THE USE OF THE LIBRARY

Public Service Cluster

Intermediate Awareness: Career

Subjects: Language Arts, Reading, Science

Piloted by: Marie McRoden, Lois Mitchell, Marily Wencil, Esther Tibke

REFERENCES:

Language for Daily Use, American Book Co., Chicago, Ill.
Library Skills Workbook, Continental Press, Chicago, Ill.

INSTRUCTIONAL OBJECTIVE:

Given the job family of the library, children will be able to identify major duties of each worker after being given their occupational titles.

INPUT:

Use school librarian for introduction areas and work involved. Research reading to find objectives desired or suggested by the class. Arrange a visit to the public library. (Children go on from here to add to unit ideas.)

Procedure:

The children will list the tasks of each worker, will have demonstrated their ability to conduct a small groups interview with the librarian and his or her workers (information gained will be carried back to the large groups), and will be prepared for the above activity with a list of meaningful questions. The Dewey Decimal System will be discovered as information needed by many of the library workers.

OUTPUT:

* Interviews
* Panel discussion with class members of other classes invited.
* Role playing workers
* Profitable research of workers in Occupational Handbook, etc.
* Mobile library simulation for school library developed in art class.

EVALUATION:

Outcome:

Children will be able to select a minimum of three of these occupational titles and give a short job description of them.

Head Librarian
Ass't. Librarian
Resource Person
Repair Person
Book Mobile Driver
Finance Secretary
Secretary
Children's Department Head
Janitor

LIFE IS A PROCESS OF CHANGE, GROWTH, AND DEVELOPMENT

Intermediate

Awareness: Career

Subjects: Math, Social Studies

Piloted by: LaVonne Anderson

INSTRUCTIONAL OBJECTIVES:

Given a time line, the student will demonstrate that time, growth, change, and development are interrelated to the nature of work.

INPUT:

Each child will be given a sheet of paper on which he will be instructed to draw a line down the middle. He will then be instructed to create a time line of his entire life to date and his future as he thinks it will or as he would like it to unfold. Encourage imaginative prediction. What does he think will happen? When does he think it will occur?

OUTPUT:

The students will use the following to express themselves: cartoons, original drawings, creative writing, pictures, and role playing.

EVALUATION:

Outcome:

Children should be able to look at the time line they have constructed and tell how time, growth, change and development are interrelated and part of the nature of work.

DESIGN FOR TEACHING THE CAREER OF CABINET BUILDING

Construction Cluster

Intermediate — Awareness: Career, Beginning Competency

Subjects: Social Studies

Piloted by: A. Timmerman

REFERENCES:

General reading in industries text.
Set up a reference area--books marked with book marks, from the city and and school libraries; pictures found in ads or home magazines; tools used, if available; formica samples; wood and hardware samples.

INSTRUCTIONAL OBJECTIVES:

Given a study of the cabinet business, students will be able to tell the contribution such a business makes to the construction industry.

INPUT:

* Set up reference area two days previous.

* Arrange for field trip with the owner of a cabinet shop before the trip--month or two weeks.

* A day before the trip, go over this format with the guide and plan together what areas to stress. Have answers to objectives readily and easily available.

* Set up class committees according to interest covering all objectives.

Procedure:

Through the help of the guide, committees recording and answering objectives, exploration and alerting of the resource center, we should have an understanding of the career.

OUTPUT:

* Committees collaborate on a report to the class. This report should be on paper, displayed in the room so it can be referred to during leisure time and copied. A committee member should be chosen to report.

* All class members enter substance of reports in their folder.

* Extra credit: Draft a drawing of a kitchen with cabinets; write a report on a kind of wood used in cabinets, or laminated products; write ten problems you might use in the cabinet business and solve them; make a cabinet industry notebook; participate in a follow-up discussion and write a thank you letter.

* List steps involved in cabinet construction (planning, drafting, machining, laminating tops, hanging hardware, finishing, transporting to site, installing).

OUTPUT (continued)

* Observe and remember how many men were employed in the shop. (How many families does the business support?)

* Name three safety features the workers employed (proper manipulation of machines, safety glasses and helmets, good lighting). Also, remember the kinds of skills required in the shop.

* Know about the pay scale, wage per hour, and benefits for the workers.

* List ten other industries that meet needs of cabinet shops (forestry, logging, lumber mills, machining, plywood companies, formica companies, pressed wood, masonite companies, plastics, hardware, paint).

EVALUATION:

Outcome:

Students will be able to tell the contribution the cabinet business makes to the construction industry.

DESIGN FOR TEACHING THE CAREER OF TRAVELING SALESMAN

Communicative Arts Cluster

Intermediate Awareness: Career

Subjects: Social Studies, Language Arts, Math

Piloted by: A. Timmerman

REFERENCES:

Social Studies text

INSTRUCTIONAL OBJECTIVES:

Given the study of the life of a traveling salesman within a regional social studies program, the class will be able to tell why salesmen are important in our society.

INPUT:

Invite a traveling salesman who has a child in our room to talk to the class. Visit with him beforehand, and together, draw up an outline of things important in his work.

* List attributes of a good salesman.
* Explain term, "territories" of salesmen.
* Explain "commission" in sales work. Work, after writing them, problems finding the commission.
* List five things that are important to the salesman who spoke to the group.
* Talk about the range of salary which one might expect to earn as such a salesman.
* Talk about and simulate an expense account for a salesman.

OUTPUT:

Assignment: Write a paper telling of a product you would like to sell. Tell of attributes you have or would develop to make you a good sales person.

EVALUATION:

Outcome:

Students will be able to tell what makes a traveling salesman of importance in U.S. economic society.

PEOPLE WHO WORK IN A TREE NURSERY

Natural Resources & Environment Cluster

Intermediate Awareness: Career, Beginning Competency

Subjects: Social Studies, Math, Language Arts, Art, Music, Reading

Piloted by: Arvilla Schaefer

REFERENCES:

Conservation Office, films, county agent, greenhouse catalogs, nursery personnel, etc.

INSTRUCTIONAL OBJECTIVES:

Given a study of a tree nursery, children will demonstrate ability to assist children in planting a tree, observing and recording data about its growth, and caring for it.

INPUT:

The people who work in and supply tree nurseries.

* Where are plants and trees obtained?
* What people are involved in purchasing and the transporting of seeds, seedlings, and supplies?
* What people help to enhance the beauty of our homes and our community?
* What can we do as individuals and a class to improve the image of our homes, school, and community by applying what we have learned from the job family that makes their living with plants?

Procedure:

All children will be an integral part of planning and will be drawn into discussions and interviews. Concepts can be taught with the teacher's guidance having the children initiate ideas.

OUTPUT:

All members of the class will participate in field trips. They will each have an opportunity to make a selection of interest to them and use their imagination in:

* landscaping
* planning and planting flower beds
* arranging and displaying bouquets of any type of plant
* making original drawings and paintings

OUTPUT (continued)

* making miniature dioramas or displays

* involving math by measuring the area of a flower bed, building a flower box, and knowing at what depths the different plants and trees should be planted

* writing and role playing using knowledge obtained from listening to resource people, interviewing them and making application.

EVALUATION:

Outcome:

Children will demonstrate ability to:

* assist in planting a tree.

* observe and record data about its growth.

* care for it.

They will do this by assisting in the planting and caring for a tree in the school yard.

TEACHING ABOUT WORK IN A GREENHOUSE

Natural Resources & Environment Cluster

Intermediate Awareness: Career

Subject: Science Unit -- Plant Life

Piloted by: A. Timmerman

REFERENCES:

Pictures found in "Plant Life", resource center on flower arrangements, greenhouses, seed catalogs, corsages.

INSTRUCTIONAL OBJECTIVE:

Given a thorough study of the greenhouse, students should be able to write a knowledgeable report on the greenhouse and occupations associated with the work.

INPUT:

Ground work done weeks or months before:

* All class members write a paper on the work their parents do.
* Together, list on the board all the occupations ever studied and when. List all the field trips taken in class.
* From these two projects determine occupations not studied before. Slip such occupations into subjects they relate to. Integrate them into other classes as they lend themselves (see above). Study at least four such occupations this year. The greenhouse has never been studied. A girl in the class comes from a home where they operate a greenhouse.
* Resource center: Add to the science plant unit center pictures of flower arrangements, greenhouses, seed catalogs, an old corsage to take apart, tools, oasis, pots.
* Seating: informal
* Develop class discussion around the above objectives--list on paper.
* Resource person: The classmate in the business (student); the owners of the greenhouse (parent).

OUTPUT:

All children will participate in these assignments:

* Go on a field trip to the greenhouse. (In INPUT should be: make arrangements with the greenhouse manager at least a week before--better earlier). Go through this format with him. Decide together what to reinforce (enhance) in the visit. Be sure to have him stress the areas of work, skills needed, habits he likes in his workers, ways his business helps society, and his own self-esteem.

* Optional: Find materials and pictures to add to the resource center.

* Assignment: Write a thank you letter to the greenhouse guide. Mention at least one thing you liked about the greenhouse field trip. Hand in the letter. From your greenhouse visit, write and solve one math problem (it should be able to be used in the greenhouse business). Identify and hand this in. During art period, do a still life water-color of a flower arrangement. List the areas of work in a green-house--Horticulturalist, arranger, waterer and care-taker, delivery person, wedding and funeral personnel, sales people.

* Encourage respect for flowers, plants. How do they make us happy?

* Remember the care given plants and flowers--why they cost what they do.

* Know what kinds of workers make a living in the flower business.

* What area would you like to work in? Planting? Arranging?

* Have students keep the lists they compiled during the discussion period in the folders for science or in a career folder.

* Display the art work when it is completed.

* Letters to the greenhouse manager might be displayed at the greenhouse.

EVALUATION:

Outcome:

Children should be able to write a knowledgeable report on the green-house and the occupations associated with the work.

AN OCCUPATIONAL MONTAGE

Intermediate Awareness: Career

Subject: Art

INSTRUCTIONAL OBJECTIVE:

Given many pictures and research collected by students, the subject being a wide variety of occupations, the students will demonstrate ability to assemble a montage as a class project.

INPUT:

* The teacher will talk with children about interesting ways to assemble career pictures. She or he will ask students if they want to arrange them.

* The teacher will explain that often the arrangement on paper of such pictures makes them dull or interesting.

* She will have samples available for them to see.

* Magazines of many descriptions including those such as Telephony, which are occupationally oriented, will be assembled for student use.

OUTPUT:

Students will unroll large colored wrapping paper until they have the desired size. Committees are appointed by a chairman to: cut out; arrange; paste; letter the montage as it creatively grows.

If children appear to be involved, seem to work diligently for attractiveness and neatness (as suggested by the teacher) the montage and the work performance thereon will be a success.

As a variation, the montage can be assembled in such a way as to spell out careers in very large letters.

Individuals' pictures can be cut up like a puzzle and placed on colored paper with spaces between the parts of pictures if so desired for a design effect.

EVALUATION:

Outcome:

Children will demonstrate knowledge of a wide variety of careers by contributing occupational pictures to the construction of the montage.

READING BOOKS ABOUT THE WORK OF OUR NATION'S LEADERS

Public Service Cluster

Intermediate — Awareness: Career

Subjects: Social Studies, Reading

REFERENCES:

The Presidency
The Congress
The Supreme Court

Gerald W. Johnson
MORROW JR. BOOKS, New York

INSTRUCTIONAL OBJECTIVE:

Given these books about the work of our nation's leaders, children in Intermediate, Level 2, will read and report on their readings in a variety of ways. The children can determine this themselves.

INPUT:

Reading books. Teacher will have materials available for the student to report in a variety of ways.

OUTPUT:

Choose any of the following ways of reporting.

* Report on cassette tape.
* Draw comics of specific workers and their work tasks.
* Private conference with the teacher.
* Report to class members with large pictures illustrating the report. Pictures should be original.
* Dioramas can be made showing scenes in the president's office, the Congress or the Supreme Court.
* Puppetry reporting, poetry reporting.

EVALUATION:

Outcome:

Students will be able to choose a way of book reporting from the list under OUTPUT, and will complete the work with efficiency.

THE ROLE OF THE ECOLOGIST

Natural Resources & Environment Cluster

Intermediate Awareness: Career

Subjects: Social Studies, Language, Reading

Piloted by: Arvilla Schaefer

REFERENCES:

Texts, government circulars and workers in ecology, publications such as magazines, and books in our public library

INPUT:

* What people are involved in ecology?
* What can we do as individuals or a class to aid in the cause of ecology?

OUTPUT:

* All children will participate in field trips. Interivews they choose to make or topics to pursue will be according to each individual's interests.

Assignments:

* Plan a schoolyard cleanup campaign role playing the roles the children, custodian, and teachers play in improving our environment.
* With the help of and guidance of the teacher, plan some simple ways the class as a group and as individuals can carry on a beautification campaign of the schoolyard and their own home yards. Students could have oral and pictorial reports showing progress.
* With the help of a county agent, a conservation person, plan a project or projects more far reaching than just your own school or home.

EVALUATION:

Outcome:

Children will be able to tell a minimum of three occupations involved in the area of ecology and will be able to list what can be done by individual citizens to protect the ecological balance.

ROLE OF THE GRAIN FARMER

Agri-business Cluster

Intermediate Awareness: Career

Subjects: Math, Language Arts, Music, Art, Social Studies, Reading

Piloted by: Arvilla Schaefer

REFERENCES:

Multi-texts in all subjects, encyclopedias, circulars, resource people, magazines, films, and filmstrips.

INSTRUCTIONAL OBJECTIVES:

Given the study of a grain farmer, students will be able to tell a minimum of three kinds of information a grain farmer has to know to be successful.

INPUT:

* Who and what is involved with becoming a grain farmer?

* What supplies do you need to begin? (implements for planting and harvesting, fertilizer for preparing the soil, weed and insect spray, seed)

* Possible resource people: implement dealer, workers in the fertilizer plants (college lab people who analyze soil), sprayer of weeds, county agent, grain elevator workers, banker, railroad workers, truckers.

* Elements of nature involved: rain, sunshine, growing season, insects, wind, hail.

* Harvesting the grain: When should it be cut? What facility will hold your grain when you store it? If it's sold, what determines the price you receive? Was a profit seen? Was the grain raised for seed or profit?

OUTPUT:

All members of the class will participate in field trips. Projects will be chosen according to their interests and abilities.

Assignments: A choice of projects in each area will be given plus any original idea or interpretation will be accepted. Lists of areas will be posted and interested participants can sign or indicate their interests.

* Displays of types of grain raised in this area could be displayed either by seeds or actual planting.

Preparing the ground and planting and buying the seed could be role played by the children.

OUTPUT (continued)

* Soil

  Soil samples could be displayed.
  Effects of erosion could be shown.
  Plants could be planted in different types of soil.
  Interviews: written or taped with bulletin board illustrations of the visit to the fertilizer plant or the farm.

* Written and oral studies can be made of insects and diseases that are harmful to the grain.

* Art projects can involve farm scenes, figure drawing of people and places involved in the growing of grain.

* The people involved in the transportation of grain to the farmer and the market can be interviewed. Give firsthand demonstrations.

* Math can be involved in finding the capacity of bins, truck boxes, box cars, and sacks and in finding how much land is involved in an acre, an 80, etc.

EVALUATION:

Outcome:

Students will be able to tell a minimum of three kinds of information a grain farmer has to know to be successful.

STUDY OF THE UNITED STATES

Intermediate Awareness: Career

Subjects: Language Arts, Social Studies, Cursive Writing

Piloted by: Mrs. DeWall

INSTRUCTIONAL OBJECTIVES:

Given the study of the classified sections of newspapers throughout the United States mailed students by relatives, the student will demonstrate the ability to name two jobs which are common to most United States areas, and two jobs which are uncommon to every area of the United States and indicative of a particular region of the country.

INPUT:

The teacher will demonstrate the rules for writing a good letter by using a transparency form.

OUTPUT:

Students will write letters to relatives requesting the classified section of their newspaper and explaining that they are interested in studying the classified want ads for school work in career study.

As the letters return they are compiled by regions into a class regional job notebook.

Advertisements should be carefully scrutinized and students, in an individual careers notebook, enter each one of the occupational titles and locations of the work, together with the job description advertised. This could be completed each time any student hears from relatives. Students should have a neat form completed in cursive writing, which would look something like this: (Titles of the listings could be mimeographed to make a form which the teacher distributes.)

Occupational Title	Location of the Work	Job Description

OUTPUT (continued)

At the end of the study, a panel of students could perform before other classes telling of the interesting information they gathered from each region studied. A remote broadcast could be made of the panel discussion or a video-tape or a good quality tape recording could be made.

Method of Making the Study More Meaningful:

Given the lessons involved in Study of the United States, a map of the United States will be placed on a bulletin board with colored heads of pins locating the various towns. Colored yarn could run from the towns to a cut-out profile of the student done in black construction paper.

If there is a state that has not been covered, use magazines, check advertisements, and send for information about unusual occupations such as snail raising, alligator imports, etc.

A variation of this is to write letters to the newspapers in the capitols of each state.

EVALUATION:

Outcome:

Students will be able to:

* name two jobs common to most areas of the United States.

* name two jobs which are uncommon to a particular region of the country.

CAREER AWARENESS

INTERMEDIATE
Level III

CAREERS FOUND BY MINORITY WORKERS

Intermediate Awareness: Career

Subject: Reading

REFERENCES:

Library book information
Open Court, Children's Press

INSTRUCTIONAL OBJECTIVES:

Given true life stories of people in minority races or otherwise disadvantaged people who have adjusted to life by doing constructive work, the student will be able to tell how the personalities overcame career handicaps and became successful.

INPUT:

Procedure:

Students are given an opportunity regularly to read the wide variety of Open Court books available in the series and to learn about the careers represented by them from statistical information in the back of the books. This can be encouraged through individual reading charts recorded in by students with colored stars as rewards.

Students appear motivated to gain knowledge about career opportunities as they learn of hardships of the disadvantaged.

OUTPUT:

Students report by individual teacher-pupil conference, by presentation to a large group, or by making a cassette tape. Of course, career information is basic to the report.

EVALUATION:

Outcome:

The student will demonstrate comprehension of career information by expressing this kind of content in book reports. Students will be able to point out ten different careers and tell what contributed to the person's personal success.

Remarks:

Books cover the following careers:

Fire Fighters	Where There's Smoke
Lawyers	Curse Not the Darkness
Real Estate Salesmen & Brokers	Don't Stop Me Now
Social Workers	El Rancho, De Muchachos
Laundry & Dry Cleaning Workers	Enterprise
Policemen and Policewomen	A Foot in Two Worlds
Golf Professional	West Side Cops
	Great Spirit
Taxi Driver	Hey, Taxi
Pilots--Co-Pilots	In the Face of the Sun
Stewardesses	I Reached for the Sky
Community Social Workers	Run for Your Life
Athletes--Professional	Look to the Light Side
Insurance	The Lord Is My Shepher
Air Traffic Controllers	Meigs Tower
Traffic Agents & Clerks	Mission Possible
Public Relations Workers	On My Own
Purchasing Agents	My Tribe
Systems Engineer	New Fields
Librarians	Nobody Promised Me
Personnel Workers	No Halo Ingles
	Whatever You Can't Have
Social Workers	People Are My Profession
Radio & TV	You're On the Air
Career Guidance	Food-Service Industry
Computer Operations	Someday I'm Going to Be Somebody
Commercial Artists	Son of This Land
Group Social Worker	Speaking Out
Writing	A World of Books
Building Inspector	Up from El Paso
Medical X-ray Technicians	A Long Time Growing
Semi-skilled Workers	The Road from West Virginia
Group Social Worker	Call It Fate
Community Social Worker	What I'm About Is People
Professional Athlete	Iron Man
Photographers	Written on Film

INTERVIEWING

Intermediate Awareness: Career

Subjects: Language Arts, Art, Writing

Piloted by: Vera Sunne

REFERENCES:

People in the Community
Our Language Today, American Book Co.

INSTRUCTIONAL OBJECTIVES:

Given advanced intermediate students study of the interviewing technique, students will be able to demonstrate facility in using the technique.

INPUT:

The teacher will:

* through discussion establish a need for making interviews.
* through the use of the text and discussion present acceptable steps to follow in conducting an interview
* create an interest in the many kinds of jobs represented by the pupils' parents and other people in the community.
* help the pupils choose suitable topics for their reports.

Procedure:

All children should take part in the discussion with all ideas accepted. Each pupil should be helped to plan an interview in keeping with his ability. No job which is mentioned should be regarded as less or more important than any other.

OUTPUT:

* Children may practice for their interview by role playing with another student.
* Children will be responsible for planning and conducting the actual interview with someone in the community to find out how to do something. Examples: 1) interview someone who raises horses to find out how to care for a horse; 2) interview the school cooks to learn how to plan a balanced diet; 3) interview a parent or other person who is familiar with a particular craft such as candle-making to learn how to make a certain thing.

JOB INTERVIEWS

Intermediate — Awareness: Career

Subject: Language Arts

Piloted by: N. Meidinger

INSTRUCTIONAL OBJECTIVE:

Given a lesson on interviewing as an introductory study after perusing charts and forms, the students will make their own simple rules for applying for a position and for making real applications.

INPUT:

SAMPLE CHART

WAKE UP EARLY

* give yourself time to eat
* eat a good breakfast
* don't hurry through everything
* put your tie and shirt on after breakfast

BE NEAT

* don't wear sport clothes
* wear a nice neat suit
* wash and clean behind your ears
* comb your hair neatly
* polish your shoes

KNOW THE ADDRESS AND BUS NUMBER

* check the office number and time
* look up office number once more
* know bus number so you don't get on the wrong bus

DURING A JOB INTERVIEW

* be courteous--show correct manners
* don't smoke unless you're asked.
* don't ask too many questions or bore him with long answers
* don't talk about your personal life
* don't beg
* don't call him by his first name
* thank the employer for his time and consideration
* ask polite and intelligent questions concerning the position
* be dignified
* don't daydream--pay attention
* speak distinctly
* don't use slang
* minimize nervousness
* be yourself
* don't chew your fingernails or gum
* be confident
* don't climb all over your chair
* evaluate yourself after the interview

NEWSPAPER PUBLISHER

Name _____
Last First Middle

Social Security Number _____

Age _____

Address _____
Street

_____
Town

_____
State Zip Code

Education: High School _____ yes
Vocational School _____ yes
College _____ yes

Health: Poor _____
Fair _____
Good _____
Excellent _____

What experience have you had in this area?

_____

_____

Previous job _____

INSPECTOR OF SCHOOL

Name _____
Last First Middle

Social Security Number _____

Age _____ Birth _____
Month Date Year

Address _____
Street

_____
Town

_____
State Zip Code

Race _____ Sex: Male _____ Female _____

Health: Excellent _____ Good _____ Fair _____ Poor _____

Previous Jobs _____

_____

Present Salary _____

Education _____

Qualifications _____

_____

Why do you think you are qualified? _____

_____

_____

APPLICATION FOR STUDENT HELPER

Name _____
Last First Middle

Social Security Number _____

Age _____ Birth _____
Month Date Year

Phone Number _____

Address _____
Street

_____
Town

_____
State Zip Code

Grade _____

Have you had experience with this job before? _____

Days absent last year _____

Grade(s) you would prefer to help _____

Area(s) you think you are qualified for _____

_____

_____
Teacher's Signature

TEACHER AIDE

Name _____
Last First Middle

Age _____

Date of Birth _____
Month Date Year

Education: High School _____
Vocational School _____
College _____

Experience in this area _____

_____

Health: Excellent _____ Good _____ Fair _____ Poor _____

Why would you like this job? _____

_____

JOB OPPORTUNITIES & RESPONSIBILITIES AT A VOCATIONAL SCHOOL

Public Service Cluster

Intermediate Awareness: Career

Piloted by: Connie Egan

INSTRUCTIONAL OBJECTIVE:

Given a lesson on educational job opportunities at a vocational school, students will be able to tell about them and discuss the responsibilities of each position.

INPUT:

In order to teach a lesson on the various educational opportunities and responsibilities taught at the vocational school:

* get the Vocational Counselor from the vocational school to come in as a resource person. The counselor should be prepared to answer questions following his discussion.

* get material from the vocational school concerning its job opportunities.

* set up a class period in which the children look over the material.

* begin a discussion on the topic.

Procedure:

The physical setting of the room will be a "moveable" audience, a seated panel of six children at a time and a chair for the vocational counselor. All children should prepare questions obtained from the materials or stimulated from the discussion. Groups of six children should be decided upon in order to form a panel discussion with the resource person.

OUTPUT:

* All children should participate in their panel.

* After the discussion, a field trip to the vocational school should be planned.
  Set a date.
  Get a bus.

* Follow-up assignments:
  A thank you from the students to the counselor.
  Write about the job which interested you most.
  Draw an illustration of your experience.
  Interview people who graduated from the vocational school.
  Make a filmstrip to tell about a job taught at the school.
  Role play working at your favorite job from the vocational school.

EVALUATION:

Outcomes:

Children will choose an occupational opportunity at the vocational school and tell about the responsibilities of the position as if the student were a vocational teacher coming to the class as a resource person.

ECOLOGY AND THE INTEGRATION OF CAREER EDUCATION

Natural Resources & Environment Cluster

Intermediate Awareness: Career

Subject: Science

Piloted by: Adrian Paulson

INSTRUCTIONAL OBJECTIVE:

Given the opportunity to teach an ecology unit in a real life experience setting, students will be able to tell occupations related to ecology and will be able to write a job description for a minimum of one of the positions.

INPUT:

Procedure:

The teacher will follow the ecology unit.

OUTPUT:

The students will perform the various activities.

EVALUATION:

Outcomes:

Students will be able to:

* tell about a minimum of three occupations related to ecology.
* write a job description for a minimum of one of the positions using the form shown in the Employability section of this guide.
* tell the things they noticed about the dress and appearance of the various workers.
* tell one good example of fine workmanship observed on the tour.

Adrian Paulson
Grant -- 1972

ECOLOGY

Overview

The observance of Earth Week showed that people in our society are becoming aware of the problems that are confronting life itself. Now we must make our students aware of what the future may hold for them. How do you study the problems of man and his environment? There is very little information in textbooks that deals with the problems we face in our community. Material has to be gathered from a variety of sources to make a unit of this type interesting and educational.

There is a variety of material available from numerous sources. Films, filmstrips, records, pictures, loop films, books, magazines, pamphlets, resource people, field trips, transparencies, booklets, and tapes are all sources of information available and used in this unit.

The out-of-doors provides an excellent classroom for parts of this unit. In most areas of South Dakota we can find places that can be used to study wildlife, pollution, conservation, and the balance of nature. The football coach does not confine his teaching to the classroom. The classroom teacher, likewise, should not confine his activities to the classroom when better facilities are available. Life is not confined to the insides of four walls. The education of children can no longer be confined to the classroom. If the child is to become aware of his environment, the good and the bad, he must see it, feel it, hear it, smell it, and taste it.

Besides developing the skills of scientific investigation, this unit deals with developing an appreciation and awareness of the beauty of nature. There is beatuy in nature, but everyone is concerned with teaching an appreciation of the fine arts and culture that may be found in the concrete jungles of the city. If we can develop in our young people an appreciation and awareness of the beauty found in South Dakota, we may be able to inspire more of our young people to stay.

ECOLOGY

I. Introduction:

More and more people are becoming concerned with the problem of pollution in our environment. Ten, twenty, thirty years from now what will South Dakota be like? Will you still be living here? Do we have anything in our community that we should preserve for generations to come? The soil, water, fish, birds, and wildlife of South Dakota, are they worth saving? Who should be responsible for seeing to it that South Dakota does not become a barren waste land? What can you do to keep your community a place where people will want to live?

II. Math concept:

There is an interdependence of all living things with their environment. Any force that endangers this fragile balance is a threat to the life cycle.

III. Objectives:

A. You should be able to define ecology and tell how it is affected by pollution.

B. You should be able to observe, identify, and record information during a field trip.

C. You should be able to observe, identify, and name ten birds and animals found in South Dakota.

D. You should be able to name the major sources of pollution.

E. You should be able to define conservation and tell why conservation of our natural resources is important.

IV. Instructional procedures:

A. Pre-test

B. Introduction to unit

C. View films

D. Guest speakers

E. Field trips

F. Activities

G. Independent study

H. Post-test

I. Culminating Activity

NOTEBOOKS:

During this unit you will keep a notebook to record information as you study. Some of the things to include in your notebook are:

newspaper articles
pictures
summary of films
talks by guest speakers
field trips
activities
independent study

INDEPENDENT STUDY:

During this unit you will choose a topic and write a report on the topic you choose. Be prepared to tell the class about your findings. Here is a list of some suggested topics you may use:

Animals in danger of becoming extinct
National forests
How the pheasant was introduced to South Dakota
The auto industries' efforts to control pollution
The balance of nature
Trapping in South Dakota
Fishing in South Dakota
Fish of South Dakota
Boating
Waste water treatment
Federal Water Pollution Control Act
Water pollution
Pollution in the Great Lakes
Shelter belts and windbreaks
Tree farms
Game management
Careers in ecology

PHOTOGRAPHY:

You will be given a film and you are to take a series of pictures that tell a story or demonstrate a topic you are interested in that is related to this unit. You will develop the film and select the negative you want printed. The negatives will then be sent to a commercial printer. When the pictures return you will arrange the pictures on a poster or in a booklet with a story or explanation about each picture.

BIRDS: You see many birds each day. During this unit pay close attention to the birds you see. Keep a record of the different kinds of birds you see. If you see a bird that is unfamiliar to you, take note of any different or unusual characteristics and consult reference books to see if you can identify the bird. Keep a record of this chart.

DATE	TIME	BIRD	PLACE SIGHTED
May 6	8:30 a.m.	Robin	My backyard

WILD ANIMALS: As you travel along the highway and visit in the country you see many of the wild animals in our state. During this unit learn the names of the wild animals you see. Record what you see in this chart. A scientist must be a careful observer and keep an accurate record of what he sees.

DATE	TIME	WILD ANIMAL	PLACE
May 7	8:30 a.m.	Skunk	Highway 81 north of Watertown

JOB OPPORTUNITIES: As we study this unit in ecology you will meet many different people who have a job that is related to ecology. As we meet these people and talk with them fill in this chart.

OCCUPATION	TRAINING REQUIRED	RESPONSIBILITIES

ACTIVITIES

1. Make a poster to inform or arouse people about environmental problems in the community.

2. Prepare a bulletin board using pictures and samples of work done for this unit. Use an original title.

3. Visit a stream, pond, or lake. Record all the various types of pollution you can find. Look for rusty cans, glass bottles, paper boxes, plastic wrappers, and oil slicks. Collect small trash, identify it, and mount it on a poster showing the types of pollution.

4. Have students number two sets of 6" x 6" pieces of white cardboard with Magic Markers from 1-5 to represent each day of a school week. Smear a thin layer of Vaseline on each cardboard and tape one set of five cards to the outside of a classroom window and the other five on the inside. Collect the inside and outside "1" cards at the end of the school day; cards numbered "2" the next day, and so forth. Observe the kind, shape, size of the particles.

5. Check out the rest of the school (lunchroom, lavatories, locker rooms, supply closets, etc.). Place labeled Vaseline-covered slides in appropriate locations. Collect in a few days and compare the type, size, shape, and color of the particulates.

6. Conduct similar experiments in various places on the school grounds by hanging Vaseline-coated cards or pieces of cheesecloth in different locations and in different weather. Compare the particulates trapped on a sunny day, foggy day, windy day, etc. Compare samples with slides of pollen, fly ash, hydrocarbons.

7. Take the class to the school parking lot and start the motor of five or six cars. Hold Vaseline-covered cardboard squares a few inches from the car exhausts for a few minutes. Label the backs of the cardboards with the make, model, and year of the car.

8. Construct a booklet consisting of about 20 lined pages and a cover. Imagine that you are a body of water (a pond, stream, lake, brook, river, etc.) and keep a daily account--a diary--of things that happen to you. Every entry must be dated and may be a simple sentence or a whole paragraph. You may make small illustrations near each daily entry.

9. Visit the nearest water supply plant. After the tour, have the children interview the person in charge, asking questions like: How many gallons of water a day are used? Where does the water come from? How is it collected? What is added to the water? How does the water get to my home? Are there any controls about water usage?

10. Take a walk around the school neighborhood, preferably after a heavy rain, to discover, record, and take pictures of, if possible, polluted water. Have enough plastic pill containers with you to take samples of water from mudholes, ditches, gutters, storm sewer outlets, and from any large or small bodies of water in the area. All bottles should be labeled as filled.

11. If you can obtain a large local map, locate and label water areas, the water supply, sewage plants, watersheds, and the dump.

12. Write a class letter to your State Health Department requesting bottles in which to place water samples. Collect samples during a field trip and return the bottles for a laboratory analysis of bacteria. Keep an accurate record of the water in each bottle so the results can be compared.

13. Dissolve a small piece of manure (or a bird dropping) in a little water. Place a few drops of the solution in a small dish which contains clear gelatin (or agar-agar). Cover the dish tightly with clear plastic to keep out air contaminants. Discuss the problem of dumping raw sewage into waterways.

14. Collect water samples. Filter about the same amount of water from each sample through a filter paper. Let the filter paper dry and examine through a microscope and record the types of material observed.

15. Obtain a cupful of soil from the bottom soil of some polluted water areas and place it in a funnel. Place the funnel in a glass jar containing about three inches of alcohol. Put a high-intensity desk lamp in a place where it shines directly on the soil. Leave the light on all day and all night. Observe what happens. The same demonstration may be repeated using soil from an unpolluted area.

16. Make a class bibliography of research sources used during the unit. Put your name on the back of each card you make. Check the cards for accuracy and completeness and place in alphabetical order.

17. Hold a panel discussion about the effects of water pollution. Use information gathered from the other activities. Encourage questions from the class.

18. It costs 35 cents in tax money to pick up a pop bottle, candy wrapper, or other similar items discarded along our highways and in our parks. Take a walk with the class around the school ground or nearby park, picking up bottles and paper, and put them in trash cans. Keep a record of the items picked up. How much did the class save the taxpayer?

19. Take a trip to a well established shelterbelt. Observe and study its make up and the different kinds of trees involved. List ways a shelterbelt benefits man.

20. Read Popeye & Environmental Careers, Gill, Joe, King Features Syndicate.

21. Make a relief model with salt and flour to illustrate contour farming, terracing, and strip farming. Add any other conservation practice that you can.

22. Visit the community dump or invite a qualified guest to discuss how garbage is disposed of in our community and in other places. Discuss the advantages and disadvantages of each method (open burning, incineration, sanitary landfill) with special reference to air pollution (burning and odors) and to water pollution (dumping or degradables).

23. Take a field trip to the nearest wildlife sanctuary. Point out the differences in natural forest "litter" and city "litter". Questions: Is forest litter biodegradable? How do the trees improve the quality of the soil? Are pesticides used in the sanctuary? Are there signs of erosion in the sanctuary? Can people hunt in the sanctuary? Do the trees show any signs of air pollution damage? Do the sanctuary ponds show any signs of water pollution?

24. Discuss ways of improving the appearance of the school grounds. Interest your school officials or local PTA in providing their help.

25. Hold an "Open House" for other classes and parents. Display the activities done during this unit. Have members of the class explain the different activities.

26. Obtain a sample of good soil from a flower bed or other area. Take a sample of subsoil from a roadbank where layers of soil are easily distinguished. Put the samples in flower pots and plant three or four beans in each pot (soaking the beans in water overnight will speed up germination). Keep the amount of water, sunlight, and temperature the same for each sample. Which beans sprout first? Which soil produces the healthier plants?

27. Collect soil samples from different areas. Put six tablespoons of soil in a small jar. Fill each jar with water. Shake vigorously. Then let the soil settle. Observe closely the size of the assorted particles and the depth of the settled particles in each jar.

28. Test soil with litmus paper. Find out what soils are tested for. Find out the basic substances found in commercial fertilizer and plant foods.

29. Determine the water-holding ability of various kinds of soil. Fill funnels of equal size with equal amounts of gravel, sand, subsoil, barren top soil, rich top soil, leaf mold from a wooded area, and dry leaves. Be sure that each of these is perfectly dry. Then pour equal amounts of water on them and measure the amount that runs through in a definite period of time.

30. There are many more activities that are related to this unit. If you find an activity that you would like to do, check with the teacher for approval before doing the activity.

ECOLOGY

NAME_____

Multiple Choice: Choose the answer that best answers the question and put the letter of the correct answer in the blank.

_____ 1. The present per capita water use in the home per day is
a. 1 gallon
b. 5 gallons
c. 25 gallons
d. 50 gallons

_____ 2. The South Dakota state bird is the
a. ruffle-tail grouse
b. ring-necked pheasant
c. meadowlark
d. wood duck

_____ 3. Oahe Dam was built for
a. recreation
b. flood control
c. irrigation
d. all of the above

_____ 4. Which is a soil conservation practice?
a. stubble mulching
b. contour plowing
c. terracing
d. all of the above

_____ 5. The South Dakota state tree is the
a. Black Hills Spruce
b. Ponderosa Pine
C. American Elm
d. Butternut

_____ 6. Shelterbelts are planted on farms for
a. field markers
b. wind breaks
c. lumber
d. fence posts

_____ 7. The park user fee collected at state parks is used for
a. stocking fish
b. making park improvements
c. paying land taxes
d. state aid to schools

_____ 8. The South Dakota state flower is the
a. sunflower
b. morning glory
c. rose
d. American pasqueflower

_____ 9. Soil conservation practices are needed in South Dakota on
a. all the soil
b. none of the soil
c. less than half of the soil
d. more than half of the soil

_____ 10. Water spreads through earth material by
a. evaporation
b. transpiration
c. capillary action
d. precipitation

_____ 11. The water-holding capacity of soil is dependent upon
a. the season of the year
b. size of soil particles and humus present in soil
c. minerals present
d. rate of erosion

_____ 12. A South Dakota mammal almost extinct at one time was the
a. white-tail deer
b. buffalo
c. chipmunk
d. antelope

_____13. Jobs in ecology over the next 20 years will
a. decrease
b. remain the same
c. increase sharply
d. not be needed

_____14. Solving the problems of our environment is the responsibility of
a. U.S. Government
b. state government
c. private industry
d. all citizens

_____15. National wildlife refuges are under the control of
a. U.S. Dept. of Interior
b. U.S. Dept. of Agriculture
c. South Dakota Department of Game, Fish, and Parks
d. U.S. Office of Health, Education, and Welfare

_____16. To prevent over population, the ideal number of children each family should have is
a. one
b. two
c. three
d. any number

_____17. Which job is not an ecology-related occupation?
a. wildlife expert
b. biologist
c. chemist
d. geneologist

_____18. In metropolitan areas, atmospheric contamination can be traced to: (1) industrial plants; (2) automobiles; (3) homes; (4) municipal installations. Which of the following lists these factors in descending importance?
a. 1-2-3-4
b. 2-1-3-4
c. 3-1-2-4
d. 1-3-4-2

_____19. The "litterbug" drive is considered to be part of ecology because it
a. is an important health measure
b. contributes to the beauty of our surroundings
c. emphasizes the importance of cooperation among citizens
d. prevents an unnecessary waste of paper

_____20. For which of the following would it be most difficult to develop a suitable substitute?
a. lumber
b. wilderness areas
c. nitrate deposits for fertilizer
d. water power

_____21. The first pheasant season in South Dakota was in
a. 1909
b. 1919
c. 1929
d. 1939

_____22. The number of different species of birds, insects, and mammals occupying a given habitat
a. depends upon the competition between species
b. is primarily dependent upon the diversity of vegetation in the area
c. decreases with an increase in the population of predators such as hawks, owls, foxes, etc.
d. is usually greatest where vegetation has reached its climax

_____23. Of the following, the most critical need in outdoor recreation today, focuses on
a. preserving historical sites
b. improving transportation facilities
c. enlarging hunting areas
d. meeting the demand for water-based activities

_____24. The city of Watertown disposes of its garbage by
a. burning
b. land fill
c. re-cycling
d. all of the above

_____25. Rough fish in South Dakota lakes and streams are removed by
a. seining
b. chemical eradication
c. commercial fisherman
d. all of the above

MATCHING: Place the letter of the words or phrase in Column B that best defines the terms in Column A.

Column A	Column B
_____ 1. Ecology	a. all the surroundings that effect the development of an organism
_____ 2. Pollution	b. impure or unclean, contaminated
_____ 3. Conservation	c. the machines and the materials used by man
_____ 4. Natural resources	d. wealth supplied by nature
_____ 5. Environment	e. a person who studies pollution
_____ 6. Erode	f. the science that deals with the interaction of organisms and their environment
_____ 7. Smog	g. the process of causing material to burn to ashes
_____ 8. Pollutant	h. something which soils or infects by intrusion or contact
_____ 9. Incineration	i. to destroy gradually, usually by the action of water, wind or glacial ice
_____ 10. Technology	j. mixture of fog, smoke, and other air pollutants

TRUE AND FALSE: Write the word TRUE before each of the statements that is a true statement and write the word FALSE before each of the statements that is false.

_____ 1. Tax money is used to buy land for public shooting areas.

_____ 2. The federal government helps regulate the hunting of migratory water fowl.

_____ 3. You have to be twelve years old before you can get a hunting license in South Dakota.

_____ 4. Federal game refuges were established to give city people a place to hunt.

_____ 5. Farmers do not have to buy hunting licenses if there are game birds on their land.

_____ 6. Most of the water for Watertown comes from Lake Kampeska.

_____ 7. Subsoil is better for growing crops than topsoil.

_____ 8. Trees grown in South Dakota are only suitable for fence posts.

_____ 9. No-return pop bottles and cans help cut down the problem of litter along our highways.

_____ 10. Fish hatcheries produce fish to plant in new lakes that have no fish.

_____ 11. The pheasant is the only bird that is a true native of South Dakota.

_____ 12. The soil conservation service plants trees for farmers who want them planted.

_____ 13. Tourists visit South Dakota in large numbers each summer for water-based activities.

_____ 14. The job of conservation officers is arresting people who violate the law.

_____ 15. The re-cycling of garbage adds to the pollution problem.

_____ 16. Watertown pumps untreated sewage into the Sioux River.

_____ 17. We have no problem with pollution in Watertown today.

_____ 18. Nesting platforms are used to keep young ducks and geese dry.

_____ 19. There are about 80,000 different kinds of soil in the United States.

_____ 20. Hunting for food is becoming more important today with our growing population.

_____21. Water fowl production areas are purchased with money received from the sale of duck stamps.

_____22. The cost of picking up litter is paid by the taxpayer.

_____23. Mercury in factory waste is not a problem in South Dakota.

_____24. Oil slicks affect only organisms that live in the water.

_____25. The large oceans of the world are the only bodies of water that are not in danger of becomming polluted.

_____26. Non-biodegradable materials make the best packing materials according to ecologists.

_____27. Planting trees helps everyone because trees return needed oxygen to the air.

_____28. Zoning laws based on land use will help prevent environmental pollution.

_____29. The U.S. Government is the only agency that is currently concerned with pollution.

_____30. Many universities have recently opened special schools in environmental sciences such as pollution control and waste disposal.

CHECK: Put a check (✓) in front of each animal or bird that is believed to be extinct or is in danger of becoming extinct.

_____ Whooping crane	_____ California condor
_____ Passenger pigeon	_____ Bald eagle
_____ Coyote	_____ Ring-necked pheasant
_____ Red-winged blackbird	_____ Prairie dog
_____ Black-footed ferret	_____ Cottontail rabbit

Dear Parents,

Last year my class studied a unit on ecology. It turned out to be an interesting unit and I plan on teaching a similar unit this year. Instruction will consist of activities dealing with conservation of our soil, man's part in the conservation of our natural resources, the influence of natural resources on culture, pollution, the balance of nature, and the identification of wildlife and natural vegetation.

The classroom activities will consist of viewing films, filmstrips, loop films, experiments with soil, water, and plant life, research projects, demonstrations of soil conservation methods, talks by resource people, identification of wildlife and natural vegetation, mounting specimens, and library study using books, pamphlets, magazines, and study prints.

To make the unit more meaningful I have arranged for a bus to take the class on field trips during the unit. Field trips have been arranged to the Waubay National Wildlife Refuge, Sioux Conifer Nursery, Watertown Water Treatment Plant, Sewage Treatment Plant, and Sanitary Land Fill.

The unit will be taught May 8-19, 19__. The field trips are tentatively scheduled for May 11th and 18th. A tentative schedule is attached listing the activities for the unit. You are welcome to accompany us on any part of the field trips or join us for any of the classroom activities. It would be greatly appreciated if several mothers would volunteer to accompany us on our field trips. If you have any question concerning this unit or the field trips, feel free to call or visit with me concerning any questions that may arise.

Cordially yours,

Adrian Paulson

THINGS NEEDED FOR FIELD TRIPS:

May 11
Notebook
Pencils
Camera

May 18
Sack lunch
Notebook
Pencils
Camera
Jacket or appropriate wearing apparel
Binoculars (not necessary but would be helpful)

Students will be divided into groups and given film for their cameras. Each group will be responsible for choosing a subject or topic and developing a story or report illustrated with pictures.

Students may dress informally for the field trips but they should use good tastes in choosing their clothing for the day.

. . . . . .

Being this type of unit is relatively new and of current impertance in the field of education, I would like your permission to use pictures and samples of your child's work for displays and in articles about this unit.

Adrian Paulson

. . . . . .

I hereby give permission for Adrian Paulson to use pictures and samples of my child's work for displays and in articles about this unit in ecology.

_____

(parent's signature)

. . . . . .

_____ has my permission to go on the field trips May 11th and 18th with the class.

_____

(parent's signature)

ECOLOGY UNIT

May 8-19, 19__

TENTATIVE SCHEDULE

May 8	10:00-12:00	Introduction of the unit Pre-test
	12:30- 2:00	Discussion topic: Why study ecology? Films: Conservation and the Balance of Nature Conserving our Natural Resources How a Scientist Works
	2:00- 2:30	Choose and plan activities
May 9	9:00-10:00	Discussion topic: Soils and soil conservation Film: Problems of Conserving Soil
	12:30- 1:45	Independent study and work on activities
	1:45- 2:45	Discussion topic: The conservation of wildlife Films: Trash to Trout Big Four
	2:45- 3:15	Discussion topic: Pollution Films: Noise Pollution All the Difference
May 10	12:30- 1:00	Slides: Snapshot Camera Handling
	1:00- 1:30	Harry Johnson: "Hints for Better Field Trip Pictures."
	1:30- 3:15	Discussion topic: Study of birds and bird identification Film: Audubon and the Birds of America Slides: Birds that Live Near People Independent study and work on activities
May 11	12:30- 2:30	Field trip: Sioux Conifer Nursery
	2:30- 3:00	Filtration Plant, Lake Kampeska
	3:00- 4:00	Water Treatment Plant, Watertown
May 12	12:30- 1:30	Discussion topic: Animals and birds of South Dakota Films: Big Land Animals of North America Birds of the Dooryard Thrusher and Friends
	1:30- 2:30	Independent study and work on activities
May 15	10:30-11:30	Virgil Meenk, City Sanitation Engineer "Pollution Problems in Watertown, Today and Tomorrow"
May 16	11:00-12:00	Discussion topic: Conservation of our Forest Films: Tree Bank Discovering the Forest
	12:30- 3:15	School Ground Beautification-Care and Planting of Trees. Small groups: Each group will be responsible for planting a tree on the school grounds.

May 17	12:30- 1:30	Discussion topic: Water pollution Films: Problems of Conserving Water Rivers and
	1:30- 2:30	Discussion topic: Air pollution Films: Problems of Conserving Air So Little Time
May 18	8:00- 2:00	Field Trip: Waubay National Wildlife Refuge
	2:00- 3:00	Sewage Treatment Plant
	3:00- 3:30	Sanitary Landfill
May 19	9:00-12:00	Small groups: Develop film and select negatives for printing Independent study: View filmstrips, work on activities, and finish notebooks
	12:30- 1:30	Student evaluation of unit and final test
May 24	3:30- 7:00	Open House: Display of activities done during the unit.

JOB OPPORTUNITIES IN A DEPARTMENT STORE

Consumer & Homemaker Cluster

Intermediate Awareness: Career

Subjects: Social Studies, Math, English, Spelling, Art

REFERENCES:

"Job Opportunities in a Department Store", SVE Singer Co., Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

Given a filmstrip and tape for "Job Opportunities in a Department Store", students will be able to tell a minimum of two job opportunities in a retail department store. They will, also, be able to describe the personal qualifications, education, and skills required for advancement in these positions.

INPUT:

The teacher will introduce and show the film and lead a discussion on the film and tape following its presentation.

Procedure:

Large group presentation of filmstrip followed by discussion either in a large group or smaller "chat" groups. All pupils should be exposed to the variety of jobs included in department store operation and of the personal qualities which are desirable for people working as retailers.

OUTPUT:

Pupils will view the film and listen to the tape. They will take part in class discussion or small chat groups.

Possible Activities:

* Role playing: practice in using pleasing manners in selling goods to customers
* Math: practice in making change accurately.
* Creative writing: topics as "Qualities That Are Most Important to Being a Successful Clerk" -- "The Kind of Clerk I Like to Have Help Me", etc.
* Artistic: displays of merchandise could be used as an art lesson

EVALUATION:

Outcomes:

Children will be able to tell a minimum of two job opportunities in a retail department store.

They will be able to describe:

* personal qualifications
* education
* skills required for advancement

MAKING CHOICES IN ECONOMICS

Consumer & Homemaker Cluster

Intermediate Awareness: Decision Making, Economic

Subjects: Language Arts, Social Studies, Art

Piloted by: Janet Hogstad, Barbara Rauch, Rachel Westgard

INSTRUCTIONAL OBJECTIVES:

After a lesson on decision making and economic consumer information, students will be able to decide if:

* a person is a producer or a consumer.

* goods or services most desired by students are wise or unwise choices.

INPUT:

Given the need to teach children the value of decision making, the teacher will:

* Establish the reason one needs to make choices.

  Develop the concept that all people make choices.
  Show that people have unlimited wants.
  Consider that people have unlimited wants but limited resources.

* Develop World of Work concepts through:

  Vocabulary (economic choices, producers, distributors, consumers)
  Use these questions: Have you ever had any economic problems to solve? Have you ever tried to decide whether to spend or save? buy ice cream or a hot dog? a catcher's mitt or a baseball? to fish or watch TV? Have you ever wanted something very much? Many things we WANT, we must make CHOICES.

Procedure:

All children should take part in the discussion with all ideas accepted. Each pupil should be helped to plan an interview in keeping with his ability. No job which is mentioned should be regarded as less or more important than any other.

OUTPUT:

* Study charts and application sample forms.

* Complete one of the sample application forms.

EVALUATION:

Outcome:

Students will be able to make their own rules for applying for a position and for making real applications.

JOB OPPORTUNITIES IN A HOSPITAL

Health Occupations Cluster

Intermediate Awareness: Career

Subjects: Science, Social Studies, Art, Language Arts

Piloted by: Vera Sunne

REFERENCES: "Job Opportunities in a Hospital" Filmstrip and tape; A612-4 SVE, Singer Co., Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

Given the filmstrip, "Job Opportunities in a Hospital", children will be able to show the variety of jobs associated with a hospital by writing short paragraphs about how they would feel performing duties of a selected hospital worker.

INPUT:

Procedure:

* The teacher will through discussion introduce and arouse interest in the filmstrip and hospital work. Pupils whose parents work in a hospital could be called upon to tell what the parent does.

* The teacher will show the film "Job Opportunities in a Hospital" and play the accompanying tape.

* Large group presentation and informal discussion--pupils whose parents are associated with a hospital can be called upon to tell what they do.

* All pupils should be exposed to the great variety of jobs associated with the operation of a hospital and gain an understanding of the qualifications for the various jobs.

OUTPUT:

* Pupils will view the film and listen to the tape.

* They will take part in informal discussion.

* Role playing.

* Creative writing: Use topics such as, "Why I Would Like To Be a Nurse" (or doctor, technician, etc.). Pupils will listen to and ask questions of resource people called in by the teacher. (Usually parents are available here.)

* Art: Get well cards or tray favors could be made for local hospitals.

* Letters to children in the hospital could be written by the class.

EVALUATION:

Outcome:

Students will demonstrate knowledge of a hospital worker's job by selecting a specific occupation and writing a paragraph entitled "I Would Like To Be a _____" or "I Would Not Like To Be a _____".

JOB OPPORTUNITIES IN A RESTAURANT

Hospitality & Recreation Cluster

Intermediate Awareness: Career

Subjects: Language Arts, Science & Health, Art, Spelling

Piloted by: Vera Sunne

REFERENCES:

Filmstrip and tape, "Job Opportunities in a Restaurant" A612-3 SVE, Singer Co., Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

Given the filmstrip and tape, "Job Opportunities in a Restaurant", students will be able to tell the job family members required in a large restaurant.

INPUT:

Procedure:

* The teacher will introduce and show the filmstrip.
* Bring in resource people (waitress, cook, hostess, cashier, etc.)
* Field trip to a restaurant.

All pupils should gain an awareness and appreciation of the many types of jobs involved in operating a restaurant.

* Large group presentation of film.

OUTPUT:

* Pupils will view film.
* Pupils will take part in the field trip to the restaurant.
* Listen to resource persons--be prepared to ask good questions.
* Role playing (waitress, hostess, cashier, etc.--attitudes and courtesy could be included here).
* Creative writing--poetry or stories.
* Word Mural (words dealing with restaurants)
* Make attractive menu covers for art.
* Spelling game or words associated with restaurants.

EVALUATION:

Outcomes:

Pupils will be able to make a job family mural with occupational labels showing workers in a restaurant performing their various duties.

JOB OPPORTUNITIES IN A SUPERMARKET

Consumer & Homemaker Cluster

Intermediate Awareness: Career

Subjects: Social Studies, Art, Math, Language Arts

Piloted by: Vera Sunne

REFERENCES:

"Job Opportunities in a Supermarket" Filmstrip and tape; A612-6
SVE, Singer Co., Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

Given "Job Opportunities in a Supermarket", the student will be able to:

* point out a variety of supermarket jobs which require different levels of skill and experience.

* show how pupils in upper grades can often gain part-time employment in supermarkets if they have the proper qualifications.

INPUT:

* The teacher will through discussion and use of pupils whose parents work in a supermarket, or the parents themselves telling about the work they do, create an interest in supermarket work as a possible career choice.

* The teacher will then show the film to the entire class.

Procedure:

Large group presentation of the film and discussion. All pupils should gain an awareness of the variety of jobs included in a supermarket enterprise.

OUTPUT:

* Pupils view film and enter into discussion.

* Role playing: applying for a job as "carry-out boy" or some other job in a supermarket

* Writing: letter of application for similar job.

* Math practice: correct counting of change

* Art: artistic arrangement of merchandise or posters advertising products.

EVALUATION:

Outcome:

* Pupils will be able to list five occupations existing in a supermarket; and/or

* They will be able to tell about the amount of skill required of the workers; and/or

* They will be able to state the kinds of part-time work which high school students could obtain at a supermarket.

SPECIALIZATION & INTERDEPENDENCY

Intermediate Awareness: Career

Subjects: Math, Writing, Language

Piloted by: M. C. Conner

INSTRUCTIONAL OBJECTIVE:

Given the study of catalog wholesaling, the student will demonstrate knowledge of the work by completing a catalog order and telling about all of the handling of the order until it is delivered to a person's door.

INPUT:

* The teacher will introduce this activity to the class and describe in detail just what will be accomplished through such an activity.

* The teacher and students will compile a list of roles needed to be characterized, materials needed, such as a catalog, order blanks, wrapping paper, pens, strings, etc.

* The room could be divided into a home, local mailroom, catalog house, and a package delivery truck.

* The teacher will suggest that perhaps several orders be mailed. This will show the assembly line system of filling of orders and the various kinds of workers needed to complete the fulfillment of orders.

* Students will discuss and choose roles which will be needed to be portrayed. This will be done with the teacher's guidance.

* Resource persons could be invited to the school either before OUTPUT by students or as a culminating activity. This could be a clerk from a catalog order store and the children could ask questions of this person as to necessary training, what the duties are, why the job is liked, and how the job gives this person a feeling of self-satisfaction.

* Questions to be asked by students should be discussed before the resource person is to be before the class.

* Other resource persons could be the mailman, postal clerk, or parcel delivery truck driver.

Procedure:

All children should be part of the discussion period. All of their suggestions and ideas should be discussed and carried out or dismissed as impractical.

It is hoped the students will be very enthusiastic about being accurate with their math in the orders, choosing correct materials to fill orders, and being able to address and mail parcels.

OUTPUT:

* Students will bring materials needed for the project.

* Students will write a dialogue needed to accomplish fulfillment of the project.

* Students will create and act out their chosen roles.

* Evaluation by students as to whether they think they have done a good job portraying the importance of each person needed to fulfill this service to the community.

EVALUATION:

Outcome:

Students will demonstrate knowledge of the catalog wholesaling business by completing a catalog order and tracing on a chart the handling of the order until it is delivered to the door of the purchaser.

STUDY OF AIRPORT SERVICES

Transportation Cluster

Intermediate Awareness: Career

Subjects: Science, Math, Social Studies

Piloted by: H. Johnson and L. Konvalin

REFERENCES:

Slide and Glide Slide sets -- Airport Workers

INSTRUCTIONAL OBJECTIVES:

Given the concepts of job dependency and job relationships students will be able to tell about airport services and airport employees' work.

INPUT:

Introduce the unit by bringing a model airplane to school and consider the following questions:

* In planning a trip by air from Watertown to Sioux Falls, what type of people (list by occupations) would be involved --
  * before taking off?
  * during the flight?
  * upon landing at the destination point?

* Allow students freedom to tackle the questions in a variety of ways using a variety of resources:
  * small groups
  * independent
  * large group
  * field trips
  * research in library and other sources
  * speakers
  * develop a mock-up of a cockpit

Procedure:

Classroom with field trips to the airport, flight services, vocational school, and flight training school.

OUTPUT:

One method would be role playing through the use of a model airport which the class could build to scale. Roles might include the following:

* aircraft operators (pilots)
* flight services (meteorologists, controllers, etc.)
* commercial workers (ticket agents, baggage, secretary, etc.)
* maintenance (aircraft, runways, buildings)
* in route traffic controller (radar operators)
* an airplane ride

EVALUATION:

Outcome:

Children will demonstrate knowledge of the airport services by making a slide/sound presentation showing airport careers and activities using the model, or they will demonstrate knowledge by being able to act as an assistant to an airport worker for a half day.

TOURISM

Recreation and Hospitality Cluster
and
Transportation Cluster

Intermediate Awareness: Career

Subjects: Social Studies, Reading, English

Piloted by: M. McRoden, L. Mitchell, M. Wencil, E. Tibke

REFERENCES:

Ginn, Boston, Mass; Follett, Chicago, Ill.; Silver Burdette, General Learning Corporation, Morristown, N.J.; Laidlow, River Forrest, Ill.; Tourist Booklets; Xerox, Boston, Mass.

INSTRUCTIONAL OBJECTIVES:

Given the study of career awareness in tourism, advanced intermediate students will demonstrate knowledge of employment possibilities in this industry by telling about the work of a minimum of three persons involved in the tourist industry.

INPUT:

* Consider that there is an interdependence of workers.

* Consider that parents work to get money for leisure time travel.

* Consider the dignity of each worker in providing necessities and pleasures for those who travel.

Procedure:

All children should be a definite part of the discussion periods. Each child's ideas are acceptable and worthy of consideration.

OUTPUT:

* Assignments: Role play

  * being manager of a motel or hotel.
  * being a maid in a motel or hotel.
  * breaking camp and cleaning the camp site.
  * being a tourist guide or travel agent

* Oral presentation may include snapshots, slides, movies, and/or postcards; or use pictures, illustrations, and discussion from their research.

* Creative writing describing a highlight of a trip based on research.

* Model or mural depicting a travel experience.

EVALUATION:

Outcomes:

Students will be able to tell about the work life of three fictitious persons working in the tourist industry.

USING THE CLASSIFIEDS

Intermediate Awareness: Career

Subjects: Reading, Language Arts

Piloted by: L. Mitchell

REFERENCES:

List of clusters
South Dakota Occupational Handbook
South Dakota Vocational Technical
Occupational Briefs, SRA, Chicago, Ill.
Occupational Outlook Handbook, Pierre, S.D.
U.S. Government Printing Office, Washington, D.C.
Newspapers:
Watertown Public Opinion
Wall St. Journal, Chicago, Ill.
Minneapolis Tribune

INSTRUCTIONAL OBJECTIVES:

Given the classified advertisement sections of three newspapers, over a three week period, advanced intermediate students will study and identify, during portions of the reading and language arts period, the occupations listed in the classified sections. A pre-test and post-test will be given, identifying the occupations by clusters, tasks, and/or occupational titles.

INPUT:

Procedure:

Exposure to the three newspapers over a three week period plus other reference materials.

OUTPUT:

* As students are exposed to the newspapers, it is believed that interest in the occupational title will lead them to desire further research. A brief résumé of what has been read and learned in the research should be written by the student.

* A visit by the group to the library research department at the regional library would demonstrate where students could obtain up-to-date materials. If it were possible to give the opportunity to research further at the library, it might be done on an individual basis or by two's. Special library students could report findings by a panel discussion. Planning should be done by a class group as guided by the teacher. Slower readers should be assisted by "buddy" readers.

OUTPUT (continued)

Sample Student Form

Occupational Title	Duties or Tasks	Firm or Agency	Job Cluster

* Students could arrange a bulletin board with informative occupational news clippings. They should be encouraged to display these in an attractive manner. Enrichment material should be provided by students who are watching magazines and news items for same.

EVALUATION:

Outcomes:

Students will be able to demonstrate at least a 10% increase in knowledge of occupational titles, duties or tasks, firm or agency names, and job clusters on the post-test as compared with pre-test findings.

WORKERS WHO RAISE COFFEE

Agri-business Cluster

Intermediate Awareness: Career

Subject: Social Studies, Art, English, Math, Spelling

Piloted by: Vera Sunne

REFERENCES:

Social Studies texts
Films, filmstrips
Resource people
Exchange students or people who have lived or traveled in the Central American countries

INSTRUCTIONAL OBJECTIVES:

Given a study of the coffee industry, students will be able to tell about coffee workers and the handling of coffee before and after shipping until it reaches the customer.

INPUT:

To help the students learn about the "World or Work" and specifically about the workers involved in producing our supply of coffee, the teacher will:

* establish an interest and need for the study of the production of coffee. (This may be done through the use of bulletin board displays, discussion, or the use of filmstrips.)

* help the pupils formulate questions concerning coffee production they want answered.

* involve the students in planning for resource people who can help in answering these questions.

* through discussion and the use of texts and filmstrips, help the pupils realize that all the workers are dependent on all of the other workers.

OUTPUT:

* The students will all be involved in a visit to the class by a resource person if at all possible. (In most instances someone in the community has lived in or at least visited Central America or an Exchange Student is from that area.)

* The pupils may appoint a committee to go to the local grocery to find out where they buy their coffee. This can be followed by a visit to a wholesale company for the same reason.

* After studying texts, filmstrips, etc. to find out how coffee is produced, lists of the workers involved may be compiled.

OUTPUT (continued)

* Diagrams, charts, and pictures can be made to show the j clusters, and the steps in the production of coffee.

* Some pupils may be interested in making a model or diorama of a coffee plantation.

* Murals depicting the growing of coffee may be made in art class.

* Students should research to find out why the price of coffee fluctuates.

* Bulletin board displays can be worked out.

* Graphs can be made showing the leading coffee producing countries.

EVALUATION:

Outcomes:

Students will be able to tell the story of the "Life of a Coffee Bean" including the processing, the workers who handle it, and the shipping and delivery to the stores.